DOCUMENT RESUME

ED 313 372 SP 031 771

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TITLE A Performance Evaluation of College Students' Teaching Strategies To Enhance the Literacy of Children.
PUB DATE Nov 88
NOTE 27p.; Paper presented at the Annual Convention of the California Educational Research Association (San Diego, CA, November 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Students; Elementary Education; *Evaluation Criteria; Higher Education; *Language Arts; Peer Evaluation; *Performance Tests; Preservice Teacher Education; *Reading Instruction; *Student Teacher Evaluation; Teaching Methods

ABSTRACT

This project was designed to help college teachers determine and enhance the teaching competence of their students in methods and practicum courses. Traditionally competence has been determined through the use of objective or essay tests. Cognitive knowledge of students may be determined in this manner but the student's ability to apply that knowledge is not adequately measured. The main purpose of this study was to assist the faculty in developing performance tests to measure and enhance their students' ability to teach reading and language arts. The way chosen to assist the professors was to develop prototype performance evaluation instruments to be used in a pilot study, and then report the issues involved with using the instruments. Specifically, the project consisted of three major tasks: (1) conduct a literature review of performance tests used in evaluating student teachers; (2) develop prototype performance tests and strategies to be used in helping college teachers develop performance instruments for their classes; and (3) a discussion of the issues and concerns that arise when implementing performance tests in the on-campus classroom. The discussion includes an analysis of the dynamics of peer evaluation. The evaluation instruments are appended. (JD)

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A Performance Evaluation of College Students' Teaching Strategies to Enhance the Literacy of Children

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A Performance Evaluation of College Students' Teaching Strategies to Enhance the Literacy of Children

by Blaine H. Moore & Bruce Harris

Introduction

This project was designed to help college teachers determine and enhance the teaching competence of their students in methods and practicum courses. Traditionally competence has been determined through the use of objective or essay tests. Cognitive knowledge of students may be determined in this manner but the student's ability to apply that knowledge is not adequately measured.

The main purposes of this study were to assist the faculty in developing performance tests to measure and enhance their students' ability to teach reading and language arts. The way chosen to assist the professors was to develop prototype performance evaluation instruments to be used in a pilot study, and then report the issues involved with using the instruments. Specifically, the project consisted of three major tasks: 1) conduct a literature review of performance tests used in evaluating student teachers, 2) Develop prototype performance tests and strategies to be used in helping college teachers develop performance instruments for their classes, and 3) a discussion of the issues and concerns that arise when implementing performance tests in the on-campus classroom.

Implementation

A new interest in applied performance evaluation has emerged in education. This renewed interest is the result of educators' desire to direct classroom measurement toward the practical outcomes of classroom learning (Tamir, 1975).

Many teacher education programs have tried to follow the counsel of Conrad (1982), "Greater attention to measurement, in general, may enhance the entire teaching-learning process. Objectives, instructional strategies, and evaluations of student learning must be related."

Sanders and Sachse (1977) have suggested that since the availability of performance measures are limited, classroom teachers who recognize the importance of such measures have two options:

1. Teachers may write to organizations that are conducting research in applied performance testing and ask for copies of tests which may be applicable to the they want to measure, or
2. They can develop their own applied performance measures.

If a teacher decides to develop performance measures, the following steps suggested by McKeegan (1975) :

1. Analyze content and objectives.
2. Analyze the task.
3. Choose the test situation and format
4. Develop directions
5. Develop standards for scoring
6. Administer the test to a sample
7. Revise the test
8. Readminister to a sample
9. Determine appropriate technical characteristics of the test.

In this study, a search was conducted to determine if similar performance tests had been developed related to our topic of interest. Existing tests which met the needs the needs of the project could not be found, so a decision to develop performance measures specific to the content covered in a teacher preparation reading-language arts methods course were

constructed. These performance evaluation forms and criteria for evaluating are found in the appendix. Following this decision, the steps discussed by McKeegan to develop the performance measures were followed.

Following a library literature review, discussions were held with many faculty in the Brigham Young University College of Education to what theory and methods they used to evaluate students teaching performance.

Initial Experiences in Performance Evaluation

Prior to the implementation of this project, the primary author had used various forms of performance evaluation instruments. The author administered all the performance evaluations and upon the basis of that evaluation administered grades to the students. Several observations resulted from that experience. First was the involvement of time necessary to complete the evaluations. Students were scheduled during special labs and and in extra time outside of class. The time commitment created an extra ordinary demand upon both teacher and student time. Secondly, the development of effective criteria for use in th evaluation was a challenging task. The goal was to create evaluative criteria that was both meaningful and which had the element of objectivity. Sometimes that goal was achieved. A number of college peers implemented the procedures but few remained with the process because of the time factor and the problems associated with the criteria and objectivity of the instruments themselves.

As a result of this initial experience the value of performance evaluation was accepted, however because of the problems involved it was determined to improve the quality of the experience. One possibility of improvement was to involve the students themselves in the process of evaluation. Peer evaluation was attempted on the premises that 1. ideas are gained when you watch another perform the same task you are attempting to learn, 2. in order to evaluate another's performance, you have to be knowledgeable in order to perform that evaluation, and 3. the more feedback you gain on your performance, the greater the chance of an improved performance.

Pilot Study

Using the information obtained from the literature review and the faculty interviews, performance tests were developed for a pilot section of a reading and language arts methods course. To successfully implement these performance tests, it was necessary to modify the traditional class evaluation scheme to compensate for the extra time the performance tests required. These modifications included more practice, feedback, the use of peer evaluation and video tapes.

The reading and language arts methods class is taken near the end of the teacher preparation program. Following the methods class, a practicum in diagnosis and prescription of reading problems is taken. Performance evaluations were used in both classes. In the methods classes performance evaluation by students was used to help determine a grade for the course and in the diagnostic reading practicum, performance evaluation was used to enhance student performance. All the education courses that usually remain for the students are two field practicum courses. One particular methods class was composed of a majority of older students and who were highly motivated to complete assignments and were particularly conscious of grades and their effect upon future job acquisition.

During the implementation of this project interview data was collected from students. On several occasions the class was asked as a group concerning their feelings and perceptions of the project. After the project, a questionnaire was administered to each student in the class on campus and in the reading lab. This questionnaires collected formative data concerning students' perceptions of the project after it was completed.

Several types of data were collected as this project was implemented. At the completion of the course a questionnaire was administered to the students as an attempt to summarize their feelings about performance evaluation. Students' peer ratings of each other were also gathered to determine the correlation between students' evaluations. The correlation between student self-assessment and teacher evaluation of the same performance was also determined. Also included were an analysis of collected qualitative data, such as informal interviews and observations.

Questionnaire Analysis

An eight item questionnaire was administered at the end of this class. Students were asked to respond relative to the imposition of performance evaluation as part of their classroom experience.

1. When asked if they had participated in a previous micro-teaching performance evaluation experience, most indicated that they had done so in prior classes and a majority stated that it was a valuable experience.

2. When asked how they felt about performance evaluation affecting their final grade, a majority felt that it would be acceptable. They wanted to know the criteria for grading ahead of time and wanted consistent grading. They indicated that the consistency would come from the professor more than from peers.

3. When asked if they whether they would prefer to have all of their grade determined by written examinations or partially through the use of performance evaluation, most students indicated that they would rather have a combination of written and performance evaluations. The students were particularly leery of having peer evaluation and wanted performance evaluation done by their teacher. The experience was good, but they didn't want it graded. They felt that performance was closer to reality than complete dependence upon the use of a written examination for determining their teaching competence.

4. When asked how they felt about the professor evaluating their performance, most students responded positively, feeling that the teacher would know the lesson and the grading criteria, and as a result would give a fair evaluation. Some were concerned about the value of a contrived experience with their peers and would prefer to teach with children.

5. When asked if they would prefer a live observation by the teacher rather than through the use of a video recording, there was mixed reaction. More students wanted the use of a video performance rather than live and some expressed an interest in both types. A number of students responded that they were worried about having the teacher there in person and would be upset when he was writing while they were teaching. Most felt that a video recording would be more accurate.

6. When asked if they would want their want peer evaluation to make part of their grade, an overwhelming majority stated that they did not want grades determined by peers indicating that in their minds, peers were not consistent, were biased, and as a result, they did not trust peer judgment.

7. Two types of evaluation administered in class, one with an open ended reporting system, and one with quite tight, precise criteria were used in evaluating. When asked how they felt about the differing types of evaluative methods, most wanted criteria that was precise and specific rather than an open-ended type of evaluation.

8. When asked how they generally felt about the performance evaluations used in class, most felt they were useful, however they responded that peer teaching was contrived and unrealistic and they would rather work with real children.

In summary, several ideas emerged from the questionnaire. The use of the video camera was very helpful in recording performance. Students tended to be camera shy, but recognized its value. Students generally were in favor of the use of performance evaluation, but they wanted that evaluation done by the teacher, not by they peers. They did not trust the judgment of their cohorts. They wanted feedback on their work and they wanted the use of explicit criteria to help evaluate that feedback.

Performance Evaluations

Three types of performance evaluations were used with the class, one with precise evaluative criteria was used to evaluate their performance in teaching written composition, and the other, a general, open-ended evaluation was used to give feedback on teaching one of the reading methods. One was done with specific criteria with the students evaluating themselves. In general students wanted to have specific criteria as a guide in making and receiving an evaluation.

Evaluation using precise criteria

In the evaluative questionnaire, teachers were concerned about peer evaluation particularly as it might affect their grade. They felt that peers would be inconsistent and biased. They felt that the teacher would understand the criteria better and would be in a position to make a more valid judgment.

When an analysis was made of scoring by students on the evaluations, students were much more consistent and valid than they thought they would be. This was determined by having a student randomly view a video tape and using the criteria sheet, evaluate two peers. On a four point scale, sixteen of the twenty five students were considered consistent in their evaluation. Consistency was determined by expecting that that evaluations must fall within two or three tenths of each other. For example two rating scales would be consistent if one was averaged at 3.5 and the other at 3.7.

Since the students had little prior experience using peer evaluation with the criteria sheet used in evaluating their ability to implement the writing process and since they were unsure of their understanding of that criteria, they were hesitant in the value of peer evaluation. It seems that if they were unsure of themselves, they would not trust the judgment of another peer who might be more unsure than they.

In summary, peers were more consistent than they perceived themselves to be. That uncertainty could probably be eliminated by giving them more training using the criteria by being shown that they were better evaluators than they perceived.

Students were not comfortable using an open-ended evaluation. They wanted criteria that would be more specific thus leading to what they considered more useful, valid feedback.

Self-Analysis Using Specific Criteria

When asked to perform self analysis, students typically are usually more critical than the teacher is. Self analysis can be difficult when students are not aware of the criteria which prevents them from adequately perceiving strengths and weaknesses. Using a small sample the authors had the students analyze their performance using a sheet with precise criteria. The authors then evaluated the performance using the same sheet. Comparisons were then made between the two evaluations. Again, using a four point scale students were judged as evaluating the performance with a rating that was comparable with that of

the authors. One student was 1.5 points higher than the teacher, one was identical, and the ratings of the others were separated by .1 of a number. The teacher rated the performances slightly lower than the students did. It appears from the sample evaluated that when students are given precise criteria that they understand that self analysis is a viable form of evaluating student performance.

Observations and Interviews

One of the authors helped develop evaluative instruments, collect data. observe the class in action and also functioned as a sounding board for students. The students perceived him as an impartial observer who was not involved in the ebb and flow of the classroom. As a result some of the students were open with him in an expression of their feelings.

For reasons, not totally understood, there was a high degree of anxiety about grades in class. Part of that anxiety could be explained by the fact that these students were atypical of the normal college class. There were more older students in class, mothers who had raised a family and were coming back to complete their education. A number of students had come from distant homes, leaving their families to complete their education. Because of these factors, the education of the students probably had more meaning to them than that of the traditional underclassman. Thus they worked harder, doing what was expected and then some. One student had been a poor student when she was in school before marriage, and upon returning, she was trying to redeem herself as a student. Several students had abrasive personalities and others did not want to interact with the the abrasive students. It was an unusual, but very capable class.

An Analysis of the Micro Teaching Experience

There was a great deal of apprehension about the video taping experience, the students initially felt that the criteria was vague, that peers could not be good evaluators, and as such, they did not feel good about being evaluated. Maybe a principle from classroom management has been overlooked that could help explain the apparent apprehension about the video taping experience. If one takes the premise that all behavior is caused, then the behavior becomes symptomatic of underlying causal factors. In interviews with students, most felt that they did not understand the criteria well and felt concerned about their ability to teach a lesson to meet the criteria. It could be that because students personally did not feel good about the evaluation and their ability to evaluate themselves, they possible could not see how their peers could perform a task they thought they could not adequately do.

This lack of confidence in their ability to evaluate could have been a major contributing factor. The manager of the video taping studio at Brigham Young University felt that maybe the students had not been adequately prepared for the experience and this factor contributed to their apprehension. Another major concern was the irrelevancy of the teaching situation. Most felt that the peer teaching situation was contrived and that working with children instead would be much more meaningful.

Performance Evaluation in a Diagnostic Practicum

The reading lab has an entire different physical format than the regular campus classroom. The lab is situated on site of an elementary school and now the college students work with children instead of peers. Each teaching booth is equipped with a camera lense and a microphone which relays data to a central viewing area. Apparently because of the existing physical facilities, the students were not apprehensive about the use of the video camera and seemed to accept it as a given. The college students know that their teaching performance could be evaluated at any time without their knowledge. These students are

expected to submit a daily lesson plan to enable the observer to know what instructional objectives and teaching strategies will be used in the teaching session with the child.

In that situation the author has inserted college students to evaluate,conference with , and give feedback to their peers. However, one major difference exists between the methods and the diagnostic course relative to the purpose of peer evaluation. In the diagnostic course, the instructor has taken full responsibility for determining the grade of the student and these students know that the purpose of peer evaluation is entirely to enhance the performance capabilities of themselves and their peers eliminating the notion of rating for a grade. No control classroom has been established and new insights would be gained by determining both the knowledge and attitude gains that have accrued because of the use of peer evaluation. This evaluation was concerned only with the self-perceived knowledge and attitude gains of students who participated in the evaluation project and is formative in nature.

Perceived Knowledge Gains

Students who have had the experience of observing have overwhelmingly expressed the attitude that they enjoyed the experience because they had the opportunity to see others working in the same situation as they were doing. They felt they gained knowledge about new strategies that they hadn't tried or saw strategies they had used but from a different perspective. There exists no lack of student evaluators. Students receiving feedback from their peers felt that they received helpful comments from their peers. They suggested that:

- good constructive comments were given,
- comments helped expand upon a technique or strategy,
- comments helped crystalize knowledge.

However all comments were not positive. Some students said that:

- there were too many pats on the back and not enough helpful comments,
- it was hard to apply some of the evaluative comments,
- comments were too general.

One student indicated that this was the best peer evaluation situation he had found in any of his education classes.

Perceived Attitudinal Changes Toward Peer Evaluation

In a class discussion relative to the attitudes toward the experience and toward their peers, the students felt the experience was positive in every respect. They felt they built a feeling of trust between each other. One student expressed the opinion that there were some comments that could have been made but they were not sure how open they could be with their peers without antagonizing them. Time and experience in the situation can enhance the attitude of trust. Competition is not nearly as evident as a feeling of helpfulness. As a result of this experience, the class has become more unified even though they are primarily not interacting with each other in the class.

The students indicated that:

- it was good to evaluate because as you teach, you may not see the whole picture,
- evaluation was much more beneficial and comfortable in this situation than in previous experiences,
- not having to evaluate with a grade stipulation was great,

Again, not all the comments were positive with some indicating that:

- it was hard to be totally straight forward for fear of destroying a relationship,
- some were afraid to give negative comments because they haven't seen the whole lesson and they are not in the actual situation.

A Comparison between Peer Evaluation Done for the Purpose of Establishing A Grade and Peer Evaluation Done to Enhance Student Performance

In the situation where students were expected to give a grade to their peers there was great anxiety. They felt that they were not competent to do that, expressing the opinion that this was the instructors responsibility. There developed in the class feelings of antagonism toward other students and groups of students within the class. Some of the students were particularly anxious about the experience of rating another's video tape and felt that they would not be able to sit across from the student while they were performing and rate their experience.

In contrast to the above attitudes developed in the class where students were expected to give a grade, when students knew their evaluation was being done to help themselves and their peers, there was a complete change of attitude. Students were vying for the opportunity to evaluate in the observational booth. There was a genuine interest in the experience.

Maybe a cross between the two situations might produce more effective results. Some students felt uncomfortable because they did not have enough criteria to evaluate. Maybe there was not enough pressure to be straightforward in the practicum class because students did want help, not just strokes or criticism.

Potential Solutions to Performance Evaluation Problems

Two possible solutions could help alleviate these concerns. First, the students could be helped to see the activity as being more relevant by understanding the purpose of a practicum experience with peers. Students need to realize that the experience with peers serves as a foundation training situation that is not compounded with the problem of student management. When children are added then management and control problems could override the value of the experience. Peer teaching allows students to focus on understanding and applying the the experience itself. One of the professors, working with students in the individualized certification track, found that when students bypassed the peer teaching experience, they did not function as well when finally teaching children as when they had previously pretaught with peers.

Second, training and practice in the process of critiquing the lessons of others could strengthen the student's confidence in their ability to evaluate themselves and subsequently in their peer's ability to evaluate themselves. If a prepared video was used as a pilot situation where the students were trained by critiquing a common experience, comparing their critique with that of the professor and other peers, they could gain confidence in their ability to effectively critique. In reality, the data from this experience show that peers are

much more consistent than they perceive themselves to be.

Summary

Peer teaching using a video experience is a valuable training experience in the teacher preparation program. Most students prefer the addition of performance evaluation as part of the means of determining their teaching competence. Students are apprehensive about the ratings of other peers. However, with training in the critique process and bolstered with an understanding of the purpose and value of the performance evaluation experience, many of these fears can be alleviated.

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Sanders, J. R., and Sachse, T. P. (1977). Applied performance testing in the classroom. *Journal of Research and Development in Education*, 10, (3), 92-104.

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Appendix

The following are included in this appendix:

1. The writing process lesson plan evaluation form,
2. An explanation of the writing process lesson plan criteria,

3. The writing process performance evaluation form,
4. An explanation of the writing process criteria,

5. Whole language evaluation form,
6. An explanation of the whole language criteria used in the lesson plan,

7. An error utilization process performance evaluation form,
8. An explanation of the criteria used in the error utilization form,

9. The directed prereading process performance evaluation form,
10. An explanation of the criteria used in the directed reading evaluation form.

THE WRITING PROCESS LESSON PLAN EVALUATION FORM

Student Teacher _____ Evaluator _____

Key to marking:
4-An outstanding performance in every respect
3-A very good performance
2-An acceptable performance
1-Performance shows need for improvement
0-An unacceptable performance

RATING	RATIONALE
☐ 1. Instructional objectives are clearly specified. The purpose: ___ a. Is stated in terms of student learning. ___ b. States the desired new knowledge, writing skill, or composition form students will learn. ___ c. Allows for student choice of audience, writer intent, and composition content.	
☐ 2. Prewriting activities. There is a plan for: ___ a. Either recalling inner language or developing new inner language. ___ b. Incorporating organizational procedures for recording the data, allowing the writer to place the data in a logical form for ease of transcription. ___ c. Including needed structure to proceed with the activity.	
☐ 3. Drafting activities. There is a plan for: ___ a. Helping the students to facilitate the free flow of ideas and concepts. ___ b. Removing the potential block or burden of the mechanics of composition (spelling, usage, and punctuation). ___ c. Removing the potential block or burden of the transcription (handwriting and/or typing).	
☐ 4. Responding activities. There is a plan for: ___ a. Insuring that the students understand the purpose and content of the response session. ___ b. Insuring that the students ask appropriate questions. ___ c. Organizing the class to facilitate responding.	
☐ 5. Conferencing and Editing activities. There is a plan for: ___ a. Helping the student determine the value of the composition for publication. ___ b. Determining and prioritizing the student needs relative to the composition. ___ c. Helping the student correct and edit the composition. ___ d. Teaching the student the determined needs. ___ e. Organizing the class while the teacher is working with one student.	
☐ 6. Publishing activities. There is a plan for: ___ a. Helping the student develop a publication which is appropriate to the purpose and the audience. ___ b. Helping the student develop a publication which is planned for and accommodated.	
☐ 7. Evaluation activities. There is time allotted in the plan for: ___ a. Determining the writing needs of the student. ___ b. Determining plans for future growth needs of the student.	

Final Grade: _____ + 28 = _____ %

The Writing Process

The student's understanding of the writing process will be evaluated by having the student submit a plan to be used when the student is teaching the process to peers. This checklist helps to serve as a criterion sheet for both the student and those evaluating the teaching.

A . The teacher plan

1. The plan is written including:

Purpose or Objective:

Purpose stated:

_____ in terms of student learning outcomes.

_____ in terms of new knowledge,writing skill, or a composition form.

_____ allowing for student choice of audience, writer intent and composition content.

Procedures are planned for implementing the writing process

_____ Prewriting

____ inner language

____ organization of data

____ implementation

_____ Drafting

____ ideation flow

____ mechanics blocks

_____ Responding

____ purpose

____ questions

____ class organization

_____ Conferencing and Editing

____ composition value

____ student needs

____ editing

____ teaching

_____ Publishing

____ publication plans

____ purpose and audience accomodation

Procedures for lesson evaluation

_____ Evaluation

____ student writing needs

____ future plans for students

B. Teaching Procedures:

Procedures will accomodate the writing process steps of:

_____ prewriting

_____ The teacher incoporates a means for either recalling inner language or, developing new inner language?

_____ The teacher incorporates organizational procedures for recording the data, allowing the writer to place the data in a logical form for ease of transcription?

_____ The teacher includes needed structure to procede with the activity?

_____ drafting

_____ Does the teacher help the students to facillitate the free flow of ideas and concepts?

_____ Has the potential burden or block of the mechanics of composition (spelling, usage, and punctuation) been removed?

_____ Has the potential burden or block of the transcription (handwriting and or typing) been removed?

_____ responding

_____ Does the teacher insure that students understand the purpose and content of the response session?

_____ Does the teacher insure that the students ask appropriate questions?

_____ Has the teacher made preparation to organize the class to facillitate responding?

_____ conferencing and editing with one student in the group

_____ Does the teacher help the student determine the value of the composition for publication?

_____ Has the teacher determined and prioritized the student needs relative to the composition?

_____ Has the teacher helped the student correct and edit the composition?

_____ Does the teacher use the time to teach individual the determined needs?

C. Evaluation of Teaching

_____ The teacher determines the writing needs of the student.

_____ In light of the progress of the student the teacher has made plans for the future growth the student.

THE WRITING PROCESS PERFORMANCE EVALUATION FORM

Student Teacher _____ Evaluator _____

Key to marking:

4-An outstanding performance in every respect
3-A very good performance
2-An acceptable performance
1-Performance shows need for improvement
0-An unacceptable performance

	RATING	RATIONALE
☐	1. Prewriting Activities. The teacher:	
	___ a. Incorporates either recalling inner language or developing new inner language.	
	___ b. Uses organizational procedures for recording the data, allowing the writer to place the data in a logical form for ease of transcription.	
	___ c. Includes the needed structure to proceed with the activity.	
☐	2. Drafting activities. The teacher:	
	___ a. Helps the students to facilitate the free flow of ideas an concepts.	
	___ b. Removes the potential block or burden of the mechanics of composition (spelling, usage, and punctuation).	
	___ c. Removes the potential block or burden of the transcription (handwriting and/or typing).	
☐	3. Responding activities. The teacher:	
	___ a. Insures that the students understand the purpose and content of the response session.	
	___ b. Insures that the students ask appropriate questions.	
	___ c. Organizes the class to facilitate responding.	
☐	4. Conferencing and Editing activities. The teacher:	
	___ a. Helps the student determine the value of the composition for publication.	
	___ b. Determines and prioritizes the student needs relative to the composition.	
	___ c. Helps the student correct and edit the composition.	
	___ d. Teaches the student the determined needs.	

Final Grade: _____ ÷ 16 = _____ %

Explanation of Writing Process Criteria

Planning

Prewriting

The purpose of the prewriting is to build and organize the child's inner language such that he is prepared to take dictation from himself as he eventually creates a written draft of his intended composition. Thus the teacher helps the student recall and organize his schema relative to his intended composition or if the student has no conceptual background, the teacher must help the child gain and internalize knowledge so that a schema relative to be written about is in the child's mind. Plans are made to:1. help the child organize his schema and 2. help the child's understanding of the intended writing task well enough so that he can proceed to drafting.

Drafting

When planning for drafting activities, teacher wants to create a situation where the student's ideas freely flow. That block can come from two major sources: (a), the lack of flexibility in the child's mind as he attempts to write and (b), the presence of blocks from writing mechanics or transcription procedures such as handwriting or typing. So in planning, the teacher is aware of student needs relative to the blocks listed above and has accommodated them in her planning.

Responding

When planning for the responding process to take place, the teacher needs to insure that students understand why they are responding to other's compositions. She also needs to plan for physical facilities and time scheduling that would allow the responding process to proceed smoothly. The teacher needs to insure that students know the appropriate questions and comments to make. For example students can look for the good qualities of the composition and note any questions or concerns they have about the writing. The teacher has also organized the students in response groups so that they can proceed.

Conferencing and Editing

The teacher has to plan for time and an appropriate location to privately conference with the student about his writing. When conferencing the teacher has to make decisions as she reads and helps the student edit his paper, helping the student determine the relative worth of the composition for publication and those critical items in the composition that need to be cleaned up before the paper can be published. The teacher also has to decide what skills or knowledge the student needs to be taught so that he can make those needed changes. Much of this cannot be anticipated and as a result the teacher has to bring to the conference a rich personal knowledge that will allow her to conference effectively.

Publishing:

The teacher has made plans for an appropriate avenue to be used in helping the student writer publish his composition.
To do this the teacher has to help the student write to an intended audience using an appropriate style and format.

Evaluation:

Evaluation requires the teacher to make an assessment of the relative status of the student as they relate both to the writing process and growth in the ability to compose. To do this the teacher has to reflect upon the student's understanding of the various steps of the writing process and his personal ability to implement these steps. The teacher also analyzes the student's compositional ability in relation to where he is, skillwise and ability to compose ideas, making a decision for the future growth and development of the student.

Whole Language Evaluation Form

Student Teacher_____ **Evaluator**_____

Key to Marking

4. An outstanding performance in every respect
3. A very good performance
2. An adequate performance
1. Performance shows need for improvement
0. An unacceptable performance

Rating | **Rationale**

Preparation: The teacher has

_____ a. established a goal dealing with the language growth of her children.

_____ b. developed criteria related to the goal enabling her to determine the level of goal achievement.

_____ c. chosen an activity that is appropriate to the observed language needs of the children.

_____ d. not separated the language arts into separate lesson categories.

_____ e. has developed a student centered activity where the student will have choice in terms of the intended language product and procedures for achieving the product.

_____ f. the intended audience for the activity is genuine.

Implementation: The teacher

giving enough structure to help the child enact the activity but not preteaching the skills deemed necessary to complete the activity.

_____ b. determines student needs as the children process the language activity, noting blocks that prevent children from achieving the desired goal.

_____ c. guides the children toward the achievement of some type of language product
that may be in any of the language modes.

Evaluation: the teacher:

_____ a. is able to elicit in writing the language competence displayed by the students, noting strengths and weaknesses displayed.

_____ b. has determined the next appropriate language activity based upon the student's performance.

_____ c. is able to state the relative success of the teaching experience by noting those parts of the lesson that went well and those changes needed if the lesson were retaught.

A Whole Language Experience

Background:

The lesson that reflects a whole language perspective is very similar to a one developed through the writing process, error utilization, or language experience. A discovery format is used and the language activity takes center stage and is content-specific rather than in a lesson where skill development takes the prominent position.

Planning:

The lesson is designed to teach or develop some observed need or to enhance the language growth of the child. That designated need is determined by observing the classroom environment or classroom interaction or previous reading-writing experience. The experience can be designed either to correct an observed problem or to develop a new language competence. The responsibility falls on the teacher to determine that need and design the experience. In conjunction with the language activity, the teacher needs to have developed criteria for the language performance so that she can have some sense of student competence as they are performing the language learning activity.

The language arts are not separated into lessons dealing with reading, writing, spelling, handwriting, etc. but both the teacher and the child perceives language as a means of helping the child process his world. That world now becomes the entire curriculum of the elementary school. Language arts is seen then as a means of helping the child function with science, social studies. art and and all of the content subjects. Time is scheduled according that needed to complete the activity.

The activity is student centered rather than teacher or text centered. The child sees the implementation of the activity as his focus rather than doing something to please the teacher or to complete an exercise in a workbook or text. The text book is not the determining factor in the activity implementation.

Implementation:

1. The children are involved in an experience that the teacher has structured or in a vicarious experience where the stimulus can be drawn from such sources as is found in literature, films, or from music.

2. The children interact with that experience and with each other as they process language related to that experience. As the children are immersed in the experience, whether it be reading, writing, listening, or speaking, the focus is then upon the implementation of that activity and not upon the skills necessary to perform that activity. Skills for performing the activity are not pretaught but are developed inductively through enactment of the experience. The teacher gives help when with skill development when it is necessary to complete the activity.

3. The language activity results in the development of some type of language product. That product is a publication written or orally or a product received by listening or reading.

4. As the child performs the activity, she determines student needs by noting those skill blocks that prevent a child from fully reaching the goal. At that time she may teach the child at the moment of need of may pull together students with common needs. The student may be taught either through direct or discovery means depending upon what is most appropriate.

Evaluation:

1. The teacher determines the student growth developed through the activity by comparing the student performance against the anticipated goal using the criteria for achieving that goal.

2. Based upon the level of student achievement of the desired goal for the activity, the teacher designs the next experience by analyzing the child's performance on the last.

3. The teacher is able to determine the success of the activity or lesson by noting those factors that went well and by determining those changes that need to be made if the lesson were to be done again.

ERROR UTILIZATION PROCESS PERFORMANCE EVALUATION FORM

Student Teacher_____ Evaluator_____

Key to marking

4. An outstanding performance in every respect
3. A very good performance
2. An acceptable performance
1. Performance shows need for improvement
0. An unacceptable performance or desired activity not demonstrated

CRITERIA for RATING	RATIONALE for Decisions
☐ 1. Planning The teacher:	
____ a. has chosen an activity that is appropriate to the use of the strategy,	
____ b. has chosen an activity that is pertinent to the students being taught,	
____ c. has written criteria for acceptable performance of the activity,	
____ d. has incorporated the essential elements of the activity in the plan(sequential procedures, objective, teacher criteria, language learning activity,student critique and feedback procedures).	
☐ 2. Procedures-- The teacher	
____ a. has created a language trial where a disequilibrium or puzzlement has been created,	
____ b uses a language activity that is student centered,(relevancy, puzzlement, student choice,active environment, purpose, and audience)	
____ c. uses a language activity which did or will result in a product as determined by the student,	
____ d. models a sequential transition in lesson presentation,	
____ e. creates a situation where students through discussion give feedback on the quality of language production,	
____ f. helps students develop specific criteria that describes quality language production to be used in other language activities.	
☐ 3. Evaluation--The teacher	
____ a. is able to determine student's needs by comparing lesson criteria to the student criteria,	
____ b. can make future educational decisions as a result of the observation.	
____ c. is aware of how effective her lesson is by reflecting upon the qualities of her lesson,	
____ d. is aware of the changes needed to improve the lesson and states them positively.	

Explanation of Criteria for Error Utilization Evaluation

Planning

The Error Utilization Process is a discovery process and as such demands a certain type of appropriate activity. Appropriate learning activities are open ended in terms of final product. That is, there will be great variance in the final product depending upon the individual performing the activity. For example when students performs a pantomime, each student will vary in their performance.

An activity that is appropriate to the students is one that will allow them to perform in a genuine manner. The performance is real, not phony nor a "dummy" run.

When a teacher builds criteria for determining the quality of the student's performance, she has to analyze the task and determine what she wants accomplished and how well she wants their performance to be done. For example if the teacher wants the students to describe the characteristics of an object. She will want to be concerned with specific factors like weight, shape, color, texture, etc.

The teacher has incorporated all the essential elements of the process as part of her plan. The plan allows for the steps of the process to flow smoothly from one step to another. The goal of the lesson is stated, teacher criteria is stated in writing, an appropriate language learning activity is used, plans are stated for helping the students to develop their criteria for the lesson, and plans for evaluating the performance are stated.

Implementation

The teacher has created for the students a genuine puzzlement of challenge so that when they implement the activity the performance will be real. In this learning activity all the elements of a student centered activity are present. The activity is relevant to the students as described above. The activity is a challenge for the students and results in a disequilibrium that is the necessary ingredient for learning. Students will have a choice as to how they process the activity. The activity results in active learning rather than passive learning. There exists a genuine reason for doing the activity with a real audience. Usually that audience will be peers.

An unusual part of the error utilization process is the culminating activity were students evaluate the language production created by the activity. In other words, if the students have given a formal talk, how did the talk go. What were the qualities that made it good, and what changes could have been implemented if performed again. From this critique, the students list in writing the criteria as they understand it that will make a quality language production relative to the instructional goal of the lesson.

Evaluation:

To evaluate the effectiveness of the lesson, the teacher compares her performance criteria with that of the students and notes discrepancies. From these agreements or discrepancies, the teacher will make the next educational decision for her students deciding that either her criteria have been met or that there is a need to reteach in order to achieve the learning goal.

The teacher is also aware of the effectiveness of the presentation of her lesson and can state what went well and what changes she would make if she were to do the lesson again.

Directed Reading Process Performance Evaluation Form

StudentTeacher_____Evaluator_____

Key to marking

4. An outstanding performance in every respect 3. A very good performance
2. An acceptable performance 1. Performance shows need for improvement
0. An unacceptable performance or desired activity not demonstrated

Criteria for Rating **Rationale for Decisions**

☐ Planning: the teacher:

_____ a. has stated the objectives or purpose for the lesson.

_____ b. built a pre-reading plan including:

_____ 1. the teaching of sight vocabulary, including both high frequency and content specific vocabulary. All procedures are planned for with each type of word.

_____ 2. the development of schema or conceptual background necessary for the understanding of the story. Justification for background inclusion is stated.

_____ 3. writing the student purpose for reading the selection on the board.

_____ c. built plans for the use of the questioning strategy which moves the child through each level of questioning using appropriate teaching techniques.

_____d. built plans for the teaching of a skill using both direct and discovery teaching.

_____e. built plans to extend the interest of the child in to reading more of the same type of story or material.

☐ Implementation---The teacher:

_____ a. teaches high frequency vocabulary using expository methods of modeling, recall that checks both the individual and the group, and multiple repetition of the words taught.

_____ b. demonstrates techniques for developing content specific vocabulary including the development of: personal need for the word, word meaning, specific characteristics of the word, knowing the word in multiple contexts, repetition, and multi-sensory reinforcement of the word.

_____ c. utilizes the questioning strategy to help develop an overall understanding of the story. Here the teacher:

_____ 1. builds a data base for further interpretation,

_____ 2. helps the child focus upon categories of

information within the story,
_____ 3. helps the child analyze the relationship between categories of information,
_____ 4. helps the child develop a summary or explanation statement,
_____ 5. helps the child validate his/her conceptual map,
_____ 6. helps the child internalize the data from the story.
utilizes effective questioning techniques by:
_____ 1. giving the child time to think,
_____ 2. accepting the child's thoughts in a non-judgmental manner,
_____ 3. clarifying the student's thinking,
_____ 4. extending student concepts given.

_____ d. develops reading competence of the student by demonstrating the teaching of a skill using both direct and discovery teaching methods such as:
direct teaching:
_____ 1. stating the skill or concept to be learned,
_____ 2. modeling the skill or concept to be learned,
_____ 3. providing guided and independent practice of the skill to be learned,
_____ 4. evaluating student competence relative the skill or concept taught.
discovery teaching:
_____ 1. provision of illustrative examples of that to be taught,
_____ 2. directing the student to that taught without telling the child the skill or concept to be taught,
_____ 3. causing the child to generalize the skill or concept,
_____ 4. clarify the skill or concept taught,
_____ 5. applying the skill or concept,
_____ 6. evaluating the child's competence relative to that taught.
_____ e. extending the child's interesting in reading through activities that help the child move from the lesson into the world of books.

☐ Evaluation-- The teacher:
_____ a. can evaluate the effectiveness of the lesson by noting:
_____ 1. the parts of the lesson that went well, and
_____ 2. the parts of the lesson that need improvement.

Guide for evaluating the Directed Reading Lesson

A strong lesson has the following characteristics:

Planning

A. Lesson Objective

A strong lesson has an objectives that would reflect the purposes and directions of the lesson and would be written in terms of student learning. A plan for the prereading would include strategies for teaching both high frequency vocabulary and content specific vocabulary, development of conceptual background(schema development), and establishment of a purpose for reading.

B. Prereading activities

For high frequency vocabulary, the strategy is to simply tell the child the word and then provide for enough repetition to insure automaticity in response. For content specific vocabulary the six techniques of developing word recognition (purpose, meaning, variety of contexts, specific characteristics, the use of multi-sensory techniques, and repetition) need to be applied.

To comprehend the reading assignment, the student needs to bring to the selection a schematic background that allows the student to interpret the author's message. The teacher needs to be aware of the schema that the student brings to the selection, making plans to build background where it is missing.

The teacher needs to give the student a purpose or help him develop his own purpose for reading the selection.

C. Questioning and Comprehension

A question strategy is stated that moves the child from literal recall of data to higher level thinking relative to that data. The teacher has written questions for data gathering, mental mapping of that data, validation of data, and internalization of that data.

D. Skill teaching

The teacher know how to implement both direct and discovery instruction and has appropriately planned applying the most appropriate strategy for the skill or concept being taught. If teaching using direct instruction the following steps have been employed:

1. State goal or objective
2. Demonstrate or model the performance desired
3. Provide frequent and delayed practice
4. Provide feedback to the children on performance
5. Evaluate student mastery of the concept or skill taught

If the teacher used discovery instruction for teaching, the following steps are employed:

1. Provision of illustrative examples
2. Directing or Guiding the student to the desired learning
3. Student hypothesis
4. Teacher clarification of the hypothesis
5. Frequent and delayed practice
6. Evaluation of student mastery of the concept or skill taught.

Extending Interest

Plans are made which will help extend the student interest in the topic with the intent of causing the student to read further.

Implementation

The teacher now implements the developed plans, making smooth transition from one teaching procedure to the next. Now the evaluator is concerned with the proper application of teaching strategies appropriately to the content of the lesson and adjusting to the needs of the students. The criteria for each of the strategies are listed under implementation. Although criteria are not given for considering the relative quality of the presentation, the manner in which the teacher projects to her class, the amount of eye contact which would reflect the internalization of the lesson, and the charisma which the teacher demonstrates all affect the quality of the lesson.

Evaluation

After the lesson implementation, the teacher can objectively evaluate the lesson by listing the parts of the lesson that went well, stating why they went well and at the same time can indicate what changes are necessary to be made if the lesson were to be repeated. When the teacher can state five or six qualities and the same number of problems, the teacher has a good feel for the effectiveness of the lesson.